

Wayne-Westland Community Schools  
Supplemental Services Proposal  
2002-2003

## EVIDENCE OF PROGRAM EFFECTIVENESS

### Reading/ELA:

*Early Success* was developed as an instructionally sound, easy to use, small group intervention program for use within the regular classroom with struggling first and second grade readers. It's emphasis on acceleration (Clay, 1992) rather than remediation is important because it goes hand in hand with the belief that all children can be successful in reading. The components of the *Early Success* lessons are of high quality and share similarities with other effective early reading intervention programs and are backed by extensive research (Hiebert & Taylor, 2000; Pikulski, 1992, 1994). Instruction follows a three-day routine with fast-paced, short lessons where children can focus and be more efficient. Recognizing the importance for a balanced approach to reading instruction (National Reading Panel Report, 2000; Snow, Burns, & Griffith, 1998), *Early Success* focuses on both word recognition and comprehension instruction. Emphasis is placed on phonemic awareness and understanding of the alphabetic principle, as well as applying phonics while reading connected text. In an outside evaluation conducted in fifteen schools in Massachusetts, *Early Success* students outperformed students in traditional Title I programs and *Open Court* students in each of the seven reading measures assessed (letter name identification, letter sound identification, segmenting, blending, word dictation, dictation and reading) (Chard, 1977).

The basis for *Soar To Success* was an extensive two-year study, *Project Success*, which was carried out in classrooms in thirteen locations throughout the United States. It proved to be effective in accelerating the reading levels of below-level readers in a small amount of instructional time. This research data shows that after a short amount of instructional time, low achieving students made significant gains in retelling, answering questions, and comprehension when they used *Project Success*. The research group students performed significantly better in oral reading than the control group did after a short amount of instructional time.

### Mathematics:

*Everyday Mathematics* is a research-based program that helps students develop a variety of successful problem-solving strategies and techniques and enables them to make easy transitions among all problem representations. The successes of the *Everyday Mathematics* are well documented in a number of student achievement studies across fourteen states in urban, suburban, and rural areas. Studies reveal that *Everyday Mathematics* students are mathematically literate on a wide variety of measures: state-mandated tests, local district tests, commercially and available standardized tests. An analysis of student data collected by the *Everyday Learning Corporation* indicates that school districts that have adopted *Everyday Mathematics* have experienced dramatic gains in student achievement on state and normed assessments. These results have been attained across social-economic boundaries. Increased student achievement has been obtained on assessments such as the Metropolitan Achievement Test TAAS (Texas), Illinois Goal Assessment Program, California Achievement Test, Educational Record Bureau Test, (Virginia), Pennsylvania System of School Assessment, Iowa Test of Basic

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Skills and the Michigan Educational Assessment Program Test.

## **EVALUATION/MONITORING/COMMUNICATION/NOTIFICATION**

### **Reading/ELA:**

Each of the Houghton Mifflin programs offers both pre and post testing to identify student strengths and weaknesses and to show improvement over time.

*Early Success* offers an Oral Reading Check that indicates how well students are using effective phonics/decoding strategies and developing reading fluency. Their Observation Checklist can be used daily to organize the teacher's observations of student strengths and weaknesses and to show progress over time.

Students in grades 1 and 2 will also be pre and post tested with the assessments from the Michigan Literacy Progress Profile (MLPP). Digging Deeper Assessments of Concepts of Print, Letter Identification, Letter Sound Identification, Rhyme Supply, Rhyme Choice, Blending: Onset and Rhyme, Segmentation, Known Words Hearing and Recording Sounds, and Reading and Writing Words are the assessments the teacher will use to learn more information on the specific strengths and weaknesses of the students. These assessment results will enable the instructor to prescribe lessons where gaps are identified.

*Soar To Success* contains three assessment resources to monitor student growth:

- Informal Reading Inventory is an individual assessment that was designed to help the teacher determine student progress over time and their strengths and needs in using reading skills and strategies. This assessment is administered as both a pretest and a posttest.
- Retellings are individually administered assessments that will monitor student comprehension.
- Oral Reading Checks are individually administered assessments that demonstrate a student's mastery of phonics, structure and decoding skills.

### **Mathematics:**

Everyday Mathematics offer pre-, mid- and post-testing opportunities and unit assessments to identify student strengths as well as areas needing further development. These assessments in conjunction with daily teacher observations of student performance in math boxes, slate boards, mental math and reflex activities, math messages and *Everyday Mathematics* games will provide an ongoing comprehensive means of evaluating student performance on a daily basis.

Student progress in both reading and math will be recorded on an individual progress card, and these cards will be shared with parents at the conclusion of the program. These recording forms will then be included in the students' CA to follow them to next year's teacher.